1. Course Statement

a. Course description
This course will introduce a variety of issues facing Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Two-Spirit (LGBTQIA2S+) clients and communities at the micro, mezzo, and macro levels. This course will build on basic skills and knowledge of interpersonal practice, policy advocacy, and community organizing to focus on how to best serve LGBTQIA2S+. Issues which are of greater concern, or for which services and in some cases, knowledge, are lacking for these populations will be covered, including: history of the LGB/T movement, identity versus behavior, the process of coming out, social stigma, substance abuse, HIV/AIDS, experiences of discrimination and victimization (both interpersonal and systemic), healthcare (including mental health), sexuality and relationships, family development and parenting, lack of inclusion in research and evidence based practice, community organizing, impact of policies, and ways to work towards resistance and resilience. This course will closely focus on different skills needed for working with these specific issues, in addition to basic knowledge of these individuals across the life span and communities.

b. Course objectives and competencies
Students will evaluate their own values, attitudes, and biases regarding the LGBTQIA2S+ populations through interactive solo and group activities, and self-reflective papers on their experiences and positionality.
Students will create ways in which issues surrounding these populations and communities might be integrated into their current and future social work practice by conducting a literature review on a sub-area of interest to their own work and practice.

Students will synthesize what they have learned about these populations and communities that can be applied in their practice by conducting field placement, organizational assessment, policy analysis, or treatment plan creation regarding an area of their own interest.

c. Course design

Class format will include lectures, case studies and vignettes, videotapes, role-plays and interactive discussions.

d. Intensive focus on PODS

The entirety of this course is PODS focused on how privilege and oppression exist around heterosexual/cisgender individuals and how that plays out onto LGBTQIA2S+ individuals. It also uses an intersectional lens to look at diversity within these communities, including around race, disability, immigration status, age, and more. Students will be challenged around their own biases as well as to look at interpersonal, institutional, and ideological biases and barriers for these individuals and communities, as well as think about how they can advocate for change.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Using a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge, and self-awareness to facilitate PODS learning.

e. Pathway Associations

Interpersonal Practice – Elective (Host)
Older Adults - Elective

2. Class Requirements

a. Text and class materials

Care Practice with Transgender and Nonbinary Individuals and Communities: Voices for Equity, Inclusion, and Resilience.

This can be found electronically free of charge at the University of Michigan Library. There will be additional readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas.

This course will also include supplemental videos and social media to enhance and support your learning experience.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings/viewings.

b. Class schedule

Changes in the course schedule due to weather/illness will be given as far in advance as possible; alerts will come over email and changes will be posted to canvas; etc.
<table>
<thead>
<tr>
<th>Date/Module</th>
<th>Agenda</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>● Overview of Class</td>
<td>Syllabus</td>
</tr>
</tbody>
</table>


### Module 2
#### Sept 7th

**Asynchronous Class**

- Identities
- Coming Out
- Affirming Practice

---


| Module 5  
| Sept 28th | - Sexuality  
| - Relationships  
| |
| Module 6  
<table>
<thead>
<tr>
<th>Oct 5th</th>
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</thead>
</table>
| ● IPV  
| ● Substance Use  
| ● Homelessness |

Yom Kippur, so your guest prof is Dr. LB Klein (they/she), University of Madison SSW

BE WELCOMING PLEASE!!!!

<table>
<thead>
<tr>
<th>Module 7 Oct 12th</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Youth</td>
<td>● CWS</td>
<td>● Activism</td>
</tr>
</tbody>
</table>
[https://www.huffpost.com/entry/black-trans-lives-matter-_b_9157514](https://www.huffpost.com/entry/black-trans-lives-matter-_b_9157514)  
| *Black trans women to the front!* Janaya Khan. (2015, November 19). |
| Module 8  
<table>
<thead>
<tr>
<th>Oct 19th</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improve practice</td>
</tr>
<tr>
<td>• Marginalized identities</td>
</tr>
</tbody>
</table>


[https://doi-org.proxy.lib.umich.edu/10.1093/sw/swt037](https://doi-org.proxy.lib.umich.edu/10.1093/sw/swt037)


[https://doi-org.proxy.lib.umich.edu/10.1093/geront/gnw170](https://doi-org.proxy.lib.umich.edu/10.1093/geront/gnw170)

[https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176](https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176)

Curley, K. M., Harris, H. B., & Warren, S. M. T.,


| Module 9  
<table>
<thead>
<tr>
<th>Oct 26th</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Attitudes and reactions</td>
</tr>
<tr>
<td>● Challenges</td>
</tr>
</tbody>
</table>

**Gil, J.** (2015, September 27). 5 radical ways people do non-monogamy that you need to know about. *Everyday Feminism.*


**them.** (2018, December 4). *What does intersex mean? | InQueery | them.* [Video]. YouTube. [https://www.youtube.com/watch?v=n_5l2fwWGco](https://www.youtube.com/watch?v=n_5l2fwWGco)

**Tinder.** (2019, July 23). *5 asexual people explain what “asexual” means to them* [Video]. YouTube. [https://www.youtube.com/watch?v=IM+hix4nr_0g](https://www.youtube.com/watch?v=IM+hix4nr_0g).
<table>
<thead>
<tr>
<th>Module 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2nd</td>
</tr>
</tbody>
</table>

- Health
- Pornography
- Sex Work


Survivors Against SESTA. (n.d.) *Sex work is an LGBTQ issue.* [https://survivorsagainstsesta.org/lgbtq/](https://survivorsagainstsesta.org/lgbtq/)

<table>
<thead>
<tr>
<th>Module 11</th>
<th>November 9th</th>
<th>No readings for this week.</th>
</tr>
</thead>
</table>

Module 12
Nov 16th

- Academia
- Catch Up
- Choose Your Own Adventure


Module 13
Nov 30th

- Catch Up
- Choose Your Own Adventure
- Catch up day
- Letters to self
- Debrief

No readings for this week.

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Week 1 Reflections: <a href="https://example.com">Initial post by Sept 5th, 2023 at 5:59pm EDT</a>, response to others' by Sept 7th, 2023 at 1:59pm EDT</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Participation grade assigned in Module 13</td>
<td></td>
</tr>
<tr>
<td>Content Share and Discussion</td>
<td>Based on student sign-up</td>
<td>15%</td>
</tr>
<tr>
<td>Article Critique</td>
<td>September 14, 2023 at 1:59pm EDT</td>
<td>10%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>September 21, 2023 at 1:59pm EDT</td>
<td>15%</td>
</tr>
</tbody>
</table>
Self-Reflections

| Self-Reflection #1: September 28, 2023, 1:59pm | 20% |
| Self-Reflection #2: November 16, 2023, 1:59pm |

Final Project

| Final Project Proposal: October 26, 2023, 1:59pm | 25% |
| Final Project: November 16, 2023, 1:59pm |

Participation – 20 points

Participation is broadly defined. Participation refers to showing up to class online, asking questions of both the instructor and your peers. You should apply course concepts to questions about your own experiences while contributing to the learning of others. You should participate in online discussions in Canvas and provide accurate and respectful feedback to others. Take the opportunities to share resources with classmates and identify any unique learning needs or problems to the instructor. Utilize office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments.

Many of the in-person sessions will consist of group discussion, activities, and other interpersonal engagement. The success of this course depends upon our ability to have an informed discussion. Your responses, opinions, engagement, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

Self-Reflections (2) – 10 points, 5 points each

In this assignment, you will write a 2–4 page journal entry (or record a 10–15 minute video with captions) in response to the readings, activities, videos, course content, and guest speakers you’ve encountered in the course. Reflect on your personal values, ethics, perspectives, biases, and reactions to engaging with different aspects of LGBTQIA2S+ communities and with different frameworks, policies, interventions, and theories.

Your entry should be self-reflective and written (or recorded) in first person. You will not lose points for acknowledging concerns, biases, privileges, or apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited; however, additional citations are not required.

The entry should be submitted through Canvas. Only the instructor will be reading the journal entries. They are considered private and will not be shared with the rest of the class.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>Journal entry represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author's argument(s) implications or asks questions when there is no firm conclusion. It is authentic to the author and not regurgitating thoughts already shared in the class or from others.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Journal entry fully meets the requirements of the assignment. It explores the implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes a convincing and personalized case for why selected key concepts connect and/or uses texts, class discussions, and/or lectures to support.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Clarity and Presentation</strong></td>
<td>Journal entry consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors. If a video is chosen, captions or transcription should be included and accurate. This should not be simply read from a piece of paper but rather, more of a video diary.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

*Modified from Eberly Center for Teaching Excellence

**Article Critique - 10 points**

The purpose of this assignment is for you to engage with existing research. You will also assess research both for inclusion of members of the LGBTQIA2s+ communities and ensuring that thought is placed on the diverse membership of these communities.

You will select an article from a peer-reviewed journal that is of interest to you. This article should be empirical research (qualitative, quantitative, or mixed methods, including RCTs/intervention studies) and be connected to social work in some regard (a social worker as the author, a social work journal, a social work setting for the intervention, etc.).

You will spend one page summarizing the article you chose beyond the abstract. Focus on the following:
Then, note the things that were done well regarding LGBTQIA2S+ individuals/communities, diversity, affirming practice, methodologies, analysis, and how it connects to social work values and ethics, etc.

Next, critique the article in these regards:
- What could have been done better?
- What bias (if any) was at play?
- What/who was missing?
Essentially, if you were a reviewer, what would you suggest could be improved on in the future?

Finally, provide a final paragraph that places this article within your knowledge of the existing literature. For example,
- Do you feel this is innovative and ahead of its time? Or is it solidly behind the times?
- What is a good representation of this topic in regard to what else you might find on the same subject?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td>Critique fully meets the requirements of the assignment. It explores the implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes a convincing and personalized case for how and why this article could be improved regarding extant areas of strength.</td>
<td>4</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Critique represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of each author’s argument(s) implications or asks questions when there is not a firm conclusion. It is authentic to the author and not regurgitating thoughts already shared in the class or from others.</td>
<td>4</td>
</tr>
<tr>
<td>Clarity and presentation</td>
<td>Paper consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1&quot; margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
**Literature Review – 15 points**

For this assignment, choose an area of interest to you that cross cuts with the subject of LGBTQIA2S+ communities and individuals. It should be narrow enough for a literature review, so rather than “LGBTQIA2S+ youth,” consider something like “LGBQ homeless youth” or “trans and non-binary youth in the child welfare system.” Too wide of a topic will make it difficult to write a concise literature review. Similarly, it should not be too narrow; choosing a topic like “disabled two-spirit youth aging out of foster care” will likely leave you with few to know extant studies, making it impossible to write a review of the literature.

You will speak about your chosen topics several times in our class, so that should help you narrow or broaden your thought process. This should be an area about which you feel passionate, as other assignments for this class will build on this topic.

Please spend some time searching through the existing literature for your area. You can use individual databases, look for systematic reviews/meta analyses, use Google Scholar, do backwards and forward citation searches, etc.

You should write a literature review that should be approximately 4–8 pages (flexible as needed) with appropriate headings and subheadings. This is NOT an annotated bibliography. Rather, you should compose paragraphs that meld the existing knowledge together. I have found it helpful to glance through the literature review sections of other articles to get an idea of what this might look like if I feel stuck. Citations should be at the end in an APA (7th ed.) style reference section.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Argument</td>
<td>The literature review fully meets the requirements of the assignment. It explores extant research regarding the chosen topic in thoughtful and/or original ways. It blends different pieces of scholarly knowledge into a smoothly readable review that clarifies material for the reader with a basic background of the subject area.</td>
<td>6</td>
</tr>
<tr>
<td>Accuracy</td>
<td>The literature review represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the existing research without missing any areas or going overly in-depth into any single study or subarea.</td>
<td>6</td>
</tr>
<tr>
<td>Clarity and presentation</td>
<td>The paper consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in</td>
<td>3</td>
</tr>
</tbody>
</table>
Content share – 20 points
Over the entire course, each seminar member will be responsible for preparing and delivering live content for their peers. You will sign up for your topic of choice and time during the first week of class.

Your sharing and facilitation should be carefully planned and thoughtfully executed. Plan to structure a classroom experience that will engage everyone in discussion of key issues in the course materials for that week.

This may involve additional provocations (film clips, visual display, short readings, performances, podcasts, etc.) that we may be invited to experience. Your resources should be sufficiently brief and focused on helping you fulfill the scope of your aims.

All students are encouraged to engage (or even develop!) current research (your own or others in the field) in their presentation. Consider the appropriate pedagogy for your topic and presentation. Activities, skill shares, use of media (including recording yourself, or interviewing others), discussion prompts, etc., are highly encouraged.

Think about how you like to learn and try to provide that experience to your peers. One starting point might be the case studies or class activities in the Kattari et al. (2021) textbook. Some of these might be helpful and engaging activities for you to lead for discussion by your peers.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of presentation</td>
<td>The individual was very familiar with the assigned material for that day and any additional material offered. They offered a deeper understanding of these materials. Everything was accessible to all students. Students left the content with new and accurate information.</td>
<td>7</td>
</tr>
<tr>
<td>Handout</td>
<td>The handout offered was clear, useful, and helpful for the other students to reflect on that day’s reading and content at a later time and date.</td>
<td>6</td>
</tr>
</tbody>
</table>
### Final Project – 25 points

For your final project, you will pick a case study, policy analysis, an organizational assessment (of your field placement organization or another organization in the community), or a grant proposal to test an intervention for its validity with part of or the whole LGBTQIA2S+ community, based on your social work practice, research, and/or area of interest.

You will be asked to present a summation of your case study, policy analysis, organizational evaluation, or grant proposal to the class via either a 5-minute video presentation, a self-created infographic, or another creative option.

NOTE: If there is another project in a similar vein that you feel will better prepare you as a scholar or practitioner, please schedule time to meet with me to discuss. This project aims to have a useful item for your portfolio–something that can help you in practice or be turned into a paper or actual grant proposal. Let’s collaborate to ensure you are creating something that meets this goal.

Below is a summary of some possible examples of what you might choose to do.

#### Case Study

Select from one of multiple case study options regarding LGBTQIA individuals, couples, or a family seeking services. In your summary of the case study, describe the client(s), what brings the client(s) in for services, and fill in the details of who this person is/who these people are (approximately 1 page). Then, include the following:

- Literature regarding the identities of the client(s)/culturally responsive care for this/these client(s)
- A plan for how to design treatment for the client(s) in a way that does not reduce them solely to their sexual orientation and/or gender identity
- Detail about how one would offer inclusive services especially around potential intersections of identity
- Identify skills, treatments, and/or therapies to be used
- Devise a list of local (Michigan and/or online) resources to share with the client(s)
You should include references to support these decisions. Your paper should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font and double-spacing). You should follow APA (7th ed.) format with a minimum of 10–15 sources (including references from in-class readings).

Policy Analysis
Select a policy currently in place at the University of Michigan, in Michigan’s Washtenaw County, or nationally that directly impacts LGBTQIA2S+ people. Discuss the historical background of the policy, summarize and describe the policy, and analyze it. Your analysis portion of the paper should present an intellectually rigorous and logical analysis of the policy based on documented or verifiable facts and defensible theories. Analysis should discuss the historical background of the policy, summarize your problem analysis, describe and analyze the policy using the Karger & Stoesz model for policy analysis (or another policy analysis model).

Your analysis should:

- Identify goals, values, ideological assumptions, or concerns motivating political interest groups and major players, and others impacted by this policy. Note any important conflicts between goals or values held by those various interests.
- Discuss political, economic, and administrative impacts of, concerns about, and successes of the policy, focusing on effectiveness and efficiency.
- Advocate policy improvements benefiting LGBTQIA2S+ and other marginalized communities served by the social work profession.
- Examine any unintended consequences and previous attempts to address the problem that are critical components of the recommendations.
- Offer recommendations consistent with the goals, values, and ethics promoted by the social work profession. These may include retaining the policy, changing the policy, and/or eliminating the policy. Ensure that the recommendations are consistent with the facts and analysis presented in the first part of your paper.

This policy analysis should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font with double-spacing and APA (7th ed.) formatting) with a minimum of 10–15 sources (including references from in-class readings).

Organization Evaluation
Examine the practices and policies of your current field placement or another amenable organization. Look at policies and practices for both clients and employees, including but not limited to nondiscrimination policies, family and parental leave policies, language use, insurance coverage, anti-bullying policies, types of services offered, domestic partnership policies/policies for non-married couples, continuing education, and training for employees and partner organizations. Your evaluation should include what policies and practices are already inclusive of the LGBTQIA2S+ community, which could use some adjustment, and which are problematic. Following these assessments, students should offer suggestions for change and improvement, grounding their suggested changes in readings from class and other sources.
Your paper should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font and double-spacing with APA (7th ed.) formatting) with a minimum of 10–15 sources (including references from in-class readings).

Grant Proposal
Prepare a 6-page (single-spaced) proposal (including all figures and tables but excluding one page for Specific Aims and an appendix for references) that addresses each of the topics below. Your proposal should be realistic and should propose only what can actually be done. Ergo, please make sure that your proposal has feasibility based on existing knowledge/literature.

Include the following sections and adhere to the suggested page limits:

- **Specific Aims (1 page)**: Bullet form, two in study
  - Specify the aims of your study
  - Specify any hypotheses

- **Background/Significance (1–2 pages)**
  - Describe the need or problem area in national terms by using incidence, prevalence, or other primary data. That is, make the case that you will address a problem of national significance.
  - Develop and describe a conceptual framework or model (include a graphic image that specifies malleable mediators).
  - Use research literature to support each construct in the conceptual framework. Describe 4–6 relevant studies that contribute to or support your framework.

- **Innovation (0.5 page)**
  - Describe novel methods and explain refinements over existing practices.

- **Approach (2.5–3.5 pages)**
  - Describe the design, including participants, recruitment and sampling procedures, assignment mechanism, measures, data collection strategy, and data analysis plan. Be sure to address such issues as reliability and validity of measures, expected attrition of sample, and mechanisms for insuring treatment fidelity plus fidelity assessment.
  - Describe your intervention and indicate that a 5–10-page treatment manual is appended.

- **References (1–2 pages—not included in 6-page limit)**

### Criteria | Exemplary Performance | Points
--- | --- | ---
Introduction of the issue/topic/policy | The introduction/background/specific aims help the reader/reviewer to understand the topic at hand without feeling overwhelming or like an annotated bibliography. Information is well-sourced and is accessible to a broad audience. | 5
Body of the paper | The information here is new (compared to the introduction), innovative, and addresses how this issue is connected to a diverse understanding of some facets of the LGBTQIA2S+ communities and how this policy/organization/intervention | 6
impacts or could impact the individuals. Topic areas are well fleshed out and flow from one to another with a clear connection.

<table>
<thead>
<tr>
<th>Clarity and Presentation</th>
<th>Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrap Up</td>
<td>Succinctly summarizes the main points of the discussion and gives the readers something to think about after they have finished. It should be concise, engaging, and leave the reader feeling as though they have learned new information that moves the field forward.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Individual presented a clear deliverable that was well-organized and easy to follow. Presenter responded to questions from classmates and instructor well.</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
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<th>25</th>
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d. **Attendance and class participation**

In keeping with the SSW Policy on Class Attendance, students are expected to attend all the live class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts.

Students are expected to attend all of their scheduled classes. Attendance policies are left to the discretion of instructors. Instructors should give notice of their attendance policies in writing (e.g., indicated in the course syllabus) and are expected to review their attendance policy with students early in the term.

Excessive absences, as determined by the instructor, may result in a reduction in grade or a failing grade, and should be brought to the attention of the student and the academic advisor by the course instructor.

Due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions or does not communicate with the
instructor about missed class sections, the student may be asked by the course instructor to withdraw from the course.

a. Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20 points of the final grade will consist of course engagement. This course covers a content domain that is extensive and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

b. Be present at the beginning of class when attendance is recorded and remain for the duration of class. In class, I ask you that you fully engage interpersonally and do not have electronics on unless you need your computer to take notes. Please do not distract with your phone, email, or other social media during class. I need your full attention during my lectures, and we all need each other’s undivided attention when we are participating in class. I believe this is one way to practice good social work (key word – “social”) – fully showing up in mind, body, attention, and expression. I will be there with you in full, and I need that of you as well.

c. The instructor reserves the right to deduct 3% from the student’s final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification should be discussed with the instructor as soon as possible and changes will be documented in writing, typically over email. See below for absences due to illness (Health-Related Class Absences)

d. Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency. For more information see the Policy on Class Attendance found in the MSW Student Guide.

e. If you are facing a crisis, talk to me asap so we can plan for you to succeed in the course and we will work something out. Class attendance is so important because lecture, activities and discussion will focus on how to practice, and provide opportunities for you to expand your assessment skills. Most class sessions will begin at 6:00 and will end at 8:50 with a 10-minute break. I will provide an office hour before and after classes and by appointment, and don’t hesitate to call or text me on my cell to talk or set up an appointment time.

f. If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.

g. While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
h. Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.

i. Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.

j. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

k. Eating and drinking is fine during course sessions.

l. Please do not bring children or adult guests to this course in person without permission of the instructor ahead of class.

m. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors regarding any of the aforementioned contexts could result in a loss of participation/engagement points. *NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

e. Grading

References: MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

[Adapted from Dr. Richard Tolman]

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions. I
- You will lose ONE (1) point for the 1st assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit,
minus that point. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment, and 3 points for the 3rd unacceptable assignment, and so on.

- You will lose ONE (1) point for a late assignment. An additional point reduction will be made if an assignment is more than one week but less than two weeks late. Late points will be added at one a week until the end of the semester. PLEASE reach out for an extension for it becomes late – I am almost always happy to provide one.
- NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late, due to the timeline for turning in grades.
- I don’t really give out A+ grades unless someone has gone above and beyond regularly. Similarly, if people show up and participate and do their best (whatever that is), I don’t fail people. My goal is for you to show up the best that you are able, and focus on learning, rather than on trying to get an extra point or the perfect grade.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as improving your writing and communication skills. If I write or say something that confuses or upsets you, please make an appointment to Zoom so we can discuss it! If I help you deepen your understanding of something, that is helpful for me to know too. We are in this together.

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

Submission of Assignments

All assignments must be submitted online via Canvas at or before the time it is due as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Letter grades from A through F are given for class performance. A grades are given for exceptional individual performance and mastery of the material. The use of A+, A, and A distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. “D” grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.
Grading Scale:
100 = A+
93-99 = A
91-92 = A-
89-90 = B+
87-88 = B
85-86 = B-
83-84 = C+
81-82 = C
80 = C-
Below 80; not passing.
60-62.9 = D

Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done.

The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website.

On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the written consent of the instructor.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus
Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

i. Health and Wellness

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates at ssw.wellness@umich.edu. Students may also visit/call the University’s Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.umich.edu

j. Dependent Care Resources

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include childcare, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism